



SACRAMENTO STATE
COLLEGE OF CONTINUING EDUCATION

California Department of Corrections and Rehabilitation

Supervisory Skills Development

Interviewing and Selection

Participant Guide



TABLE OF CONTENTS

Purpose and Objectives	1
Topical Threads	2
Hiring Right	4
Workforce Planning	5
Workforce Planning Model	6
Workforce Planning: Where Do You Fit In?	6
The Importance of Being Heard	7
Writing Exercise: A Staffing Memo	8
Skill Gap Analysis	9
Doing a Skill Gap Analysis	10
Environmental Scanning	11
Environmental Scanning Exercise	12
Types of Interviews	13
Interviewing	13
Conducting Effective Interviews	17
Behavioral Interviewing Exercise	18
Questions You Need to Be Able to Answer When Interviewing Applicants	19
Legal Considerations of Recruiting, Interviewing, and Selection	20
The Selection Process	21
Employee Retention Strategies	23
Employee Retention Strategies	24
Exercise: Bolstering Retention	26
Additional Resources	27
Appendix A: A Sample CDCR Job Description	A-1
Appendix B: PowerPoint® Slides	B-1

Purpose and Objectives

Interviewing and Selection

Purpose

The purpose of this course is to help develop a strategy to help find, select, and acculturate talented individuals who will help CDCR succeed.

Objectives

- Identify the importance of recruiting, selection, and retention in relation to the Department's mission and values
- Perform gap analysis and develop selection criteria
- Conduct legal and appropriate interviews
- Identify appropriate questions and practices during the interview process
- Identify methods to retain staff while also encouraging personal development
- Understand why workforce planning is important to the Department

! *How will mastering these objectives help you support CDCR's mission, vision, values, and goals?*

Topical Threads

■ **Alignment with Department Vision, Mission, and Goals:**

Every employee in the department is aware of the organization's mission and goals and is able to base daily strategic and operational decisions based on these commonly held values.

■ **Community:**

This thread has two key aspects:

- ❑ Everyone in every division of CDCR works to share a common vision that involves compromise, communication and mutual support.
- ❑ CDCR is part of a greater community that includes employees' own families, inmates/wards and their families, social service agencies, and the population at large. It is important to base decisions at all levels on the potential impact they have on all members of this greater community.

■ **Rehabilitation:**

In the Department of Corrections and Rehabilitation, it is the job of every employee to support the goal of rehabilitating wards and inmates to be productive members of society. In every way possible, we are here to change and improve people's lives, not just to provide warehouse space for citizens convicted of crimes.

■ **Accountability:**

CDCR is a large organization with a complex bureaucracy that is constantly under public scrutiny. And many of your fellow employees' lives are on the line. It is imperative that employees at all levels assume accountability for their actions and decisions.

■ **Matrix Communication:**

Historically the department has operated in a paramilitary top-down command structure. While this type of management and communication structure is essential to the effective operation of a high security facility, it can hinder progress to the Department by adding layers of extra work, delays, and risk avoidance. It is important to communicate *across* lines of command when it is appropriate to do so.

■ **Coaching:**

CDCR employees often work in high-stress situations, and their performance merits both respect and support. Coaching is a structured way to teach, to show respect, and to build a strong and effective organization.



Topical Threads (cont'd)

■ The Five Practices of Exemplary Leadership:

- a. **Model the Way:** Find your own voice, clarify your values, express yourself, set the example, build and affirm shared values, and align actions with values.
- b. **Inspire a Shared Vision:** Envision the future, differentiate yourself as a leader by being forward-looking, understand the importance of having a vision, enlist others, develop a shared sense of destiny, and give life to a vision.
- c. **Challenge the Process:** Search for opportunities, seize the initiative, make challenge meaningful, innovate and create, experiment and take risks, initiate incremental steps and small wins, and learn from mistakes.
- d. **Enabling Others to Act:** Foster collaboration, create a climate of trust, facilitate positive interdependence, strengthen others, generate power all around, ensure self-leadership, provide choice, and foster accountability
- e. **Encourage the Heart:** Recognize contributions, focus on clear standards, expect the best, pay attention, personalize recognition, celebrate the values and victories, create a spirit of community, create a story.

! *What's the relationship between these themes and interviewing and selecting qualified applicants for positions in your units at CDCR?*



Hiring Right

People are intrinsic to every organization. In fact, they are one of the critical elements; they add value through their skills, bring business/ revenue, create/ improve environment conducive to working, and gel their own image with that of the company's. So getting the right people and retaining them is very important for the growth of any organization.

Envision your workforce – think of your colleagues and answer the following question:

What are the traits and characteristics of the ideal employee?



Workforce Planning

What is workforce planning?

According to the IPMA (International Public Management Association for Human Resources), WFP is the strategic alignment of HR resources with the organization's business direction. It is a specific, methodical process of:

2. **Analyzing** the current workforce and skills;
3. **Comparing** current workforce to future needs;
4. **Identifying** skill gaps; and
5. **Eliminating** those gaps so organization's mission, goals, and objectives can be accomplished

In other words, workforce planning is the process the organization uses to ensure that it has the right people with the right skills in the right places at the right times.

Workforce planning enables an organization like CDCR to identify approaches and necessary changes in each HR area such as recruitment, performance management, compensation, and training with the goal of achieving organizational objectives.

! *Which topical threads are supported by the goal of building a solid employee base through workforce planning? Why?*

Workforce Planning Model

1. Set the strategic direction.
2. Analyze the workforce, identify skill gaps, and conduct workforce analyses.
3. Develop an action plan.
4. Implement the action plan.
5. Monitor, evaluate, and revise.

Workforce Planning: Where Do You Fit In?

As a supervisor, your role is pivotal in defining the types of personnel in each unit. In WFP, step 2 – *analyzing workforce and identifying skill gaps* can provide useful data to provide management with insight for staffing, direction, and retention. One of the best ways to support this initiative is to be clear and to support your manager in identifying what the *real* skills are for positions in your unit.

In your position, you can support CDCR goals by:

1. Analyzing the skills of people already in the positions,
6. Determining what additional skills and training are required to retain existing staff and support their success; and
7. Anticipating unit changes and creating proposals to support and plan for them.

It is to your advantage to be proactive in supporting your manager with accurate information to support workforce planning. As CDCR continues to grow and recruit new staff, you should consider how to make a solid case for adding appropriate staff to support your unit's operations.



The Importance of Being Heard

Management is likely to listen to you if it is perceived that you, as a supervisor, are knowledgeable, committed to organizational goals, and unprejudiced in your opinions.

In preparing to bring your ideas forward, consider the following:

- What drives organizational change – Present a balanced argument with pros, cons, and consequences if the proposed suggestions made are not implemented. This helps drive the topic to an organizational level instead of being based on a personal agenda.
- Perfect your timing – Be aware of dates, times, and pressure of schedules and deadlines. Be willing to put your suggestions on hold temporarily.
- Be credible - Phrase the issues and suggestions diplomatically and don't start complaining if your suggestions meet resistance

Suggestions that identify specific problems and propose workable solutions can bring increased productivity, reduced costs, improved and safer working conditions, conservation of resources, and better public services.

! *Making yourself heard in a large government organization like CDCR can be frustrating, threatening, and downright risky. Which of the Five Practices does this whole notion tie into so closely?*



Writing Exercise: A Staffing Memo

These elements *must be included* to present a credible and balanced argument.

1. What are the **advantages** for the organization/unit if your suggestions are used?
8. What disadvantages or **consequences** may impact the existing employees and CDCR as a whole if the proposal is rejected?
9. What are the **costs** to implement your proposal?
10. **How** will your proposal be implemented?
11. Explain your proposal in **detail**.

Directions:

Write a memo to your manager:

- Make a case for staffing a particular position in your unit.
- Include in your memo the elements listed above and use the writing strategies you learned in the *Effective Communication* course to assist you.

When you've finished, select two memos for your table team to respond to.

- The table team plays the role of your manager.
- Evaluate the memo based on the following criteria:
 - ☐ Does it contain all the elements listed above?
 - ☐ Is it specific enough, or does it simply argue for something general like —more staffing?”
 - ☐ Does it address the potential costs, the proposal's advantages, and the consequences of not following through on the proposal?
 - ☐ If you were a reasonable manager *and the means were available*, would you seriously consider the proposal in relation to competing proposals? If not, why not?



Skill Gap Analysis

In addition to supplying your manager with solid data and justifiable recommendations on acquiring and maintaining appropriate staff, it's essential that you be aware of the skill levels of your current staff. If you can analyze your staff's skills objectively, you can help them acquire the training and expertise to do their jobs at peak levels. You should also be prepared to share this information periodically with your manager.

The purpose of a Skill Gap Analysis is to identify the skills an individual needs but does not have in order to carry out his or her work effectively. Here are the two steps you carry out to complete a skill gap analysis for a particular individual:

1. Develop a job profile that identifies the position's needed critical and non-critical skills.
2. Develop an inventory of the individual's current skills in relation to the position's skill requirements.

A **critical** skill is one that if not present results in the overall task not being completed satisfactorily or at all. It may be regarded as a hygiene skill – the lack of it causes problems but the possession of it merely allows the work to continue.

Non-critical skills include those that allow the task to be completed sooner, more professionally, more smoothly or at less cost.

! *How does listing specific skills for each job support accountability at CDCR?*

Doing a Skill Gap Analysis

Directions:

Without referring to anyone by name, use the table below to do a skill gap analysis for one of the people who works in your unit. (It could be you, if you wish.):

- Write the position name at the top of the form.
- In the first column, list the position's critical and non-critical skills.
- In the second column, rate the staff member on a scale of 1 through 5 in each skill (1=very low skill, 5=expert).
- In the third column, note what actions you can take to help the staff member develop skills in areas where he/she rates only 1 through 3. Also note areas in which he/she can mentor others.

Position:		
Skills	Rating (1-5)	Recommendations
Critical		
Non-critical		

Environmental Scanning

To alert decision-makers to potentially significant external changes before they transpire, decision-makers need sufficient lead time to react to the change. Brainstorming sessions are held to generate a list of the specific Trends, Issues, and Challenges which have affected the agency's workforce in the past and items which may affect the agency's workforce in the future.

Internal Factors: Resources, Climate, and Communications

This information would assist management in DETERMINING an agency's future course of action.

External Factors: Events, Trends, and Relationships

This information would assist management in PLANNING the organization's future course of action.

Trends are statements about the general direction of long-term changes

Examples:

- Automation of HR processes
- An increase in parolee population.

Issues typically one-time occurrences that have immediate effects

Examples:

- The implementation and training of a recruitment software
- Because of the increase in parolees there's a shortage of officers/staff

Challenges controversies which arise from trends and issues

Examples:

- Staff developing new skills required for software program
- Retaining adequate staff to keep up with growth of prison population

! *Where do Matrix Communication and the greater CDCR community come into play when doing environmental scanning?*

Environmental Scanning Exercise

Brainstorming – Trends, Issues, & Challenges

Directions:

Using the examples from the previous page, brainstorm with your group to develop identifiable trends, potential issues, and challenges that CDCR may face.

Trends:

Issues:

Challenges:



Types of Interviews

- Non-directive
 - ☐ in responding to questions, interviewee discuss him/herself.
 - ☐ response to one question indicates interviewer's next question
 - ☐ difficult to measure job-relatedness to questions and be consistent.
- Stress
 - ☐ interviewer stresses applicant by assuming aggressive posture.
 - ☐ designed to identify people who can't handle on-the-job stress.
- Structured
 - ☐ plans and develops outline for the interview
 - ☐ allows for consistency among interviewers
- Semi-structured
 - ☐ gives interviewer flexibility to omit irrelevant questions
 - ☐ most advantageous approach

Interviewing

The Process

1. Opening - build rapport
2. Gathering Information - get to the core
3. Giving Information - sell to the candidate
4. Closing - wrap up on positive note
5. After the Interview – Edit and flesh out your notes

Opening

■ Designing the Interview

The best interviews are both controlled and spontaneous. As the interviewer, your job is to guide the conversation along, to direct it to those areas of greatest relevance to the position and the Department. However, you should never be so intrusive as to dam the flow of an interviewee's thoughts. You must be willing to improvise.

- ❑ *Use a mixture of open-ended and closed questions. Open-ended questions* encourage lengthy answers, such as overviews, descriptions, opinions, and anecdotes. These questions often start with the words *how* or *why*. *Closed questions* seek brief, specific answers. Open-ended questions give the interviewee more control of the interview, while closed questions put you in charge.
- ❑ The *most effective questions* you can ask will either solicit specific information or encourage your interviewee to give you examples, anecdotes, details, or opinions. They are posed in such a way as to make you look inquisitive yet objective, firm but fair.
 - Questions that begin with *how* or *why*.
 - Questions that call for specific answers.
 - Questions that expand upon what's already known.
 - Questions that clarify.
 - Questions that probe.
- ❑ *Prepare a list of questions to take to the interview.* Then memorize the first few questions on your list. Doing so should help make the opening of the interview look more spontaneous and free-flowing than it actually is, thus putting you and your subject at ease.

Gathering Information

■ Set the Stage

When you first contact your subject to arrange the interview, you should know what you want to say before you approach the person, be courteous, regardless of the circumstances, and explain the purpose of the interview but don't talk too much, or try to impose too much before your subject has had an opportunity to express themselves.

- ❑ Take a low-level approach. Use the word "interview" sparingly; instead, suggest that you would "like to talk with" your subject.



The *setting* for an interview can influence the tone of the conversation as well as its direction and overall effectiveness. Here are a few ideas you might want to consider.

- ☐ Select a location where distractions will be minimal.
- ☐ If possible, avoid scheduling interviews before lunch or at the end of the day.

Giving & Receiving Information

■ Selling and being sold

While you are interviewing a person, here are a few things to keep in mind.

- ☐ Build trust. Create an environment of give and take
- ☐ Make each question count. Your job is not simply to fill time but to use the time available to its fullest advantage.
- ☐ Try to get complete statements. Don't hesitate to press for further details or information simply by rephrasing the person's answer in the form of a question.
- ☐ If you need examples, ask for them.
- ☐ When you don't understand something an interviewee is telling you, ask for a clarification or further explanation.
- ☐ Avoid interrupting your interviewee.
- ☐ Talk about the agency, employees, responsibilities and climate, but avoid talking too much.
- ☐ Above all else (whether your tape recorder is running or not), ***listen.***
- ☐ Take note of all forms of nonverbal communication.

Closing

■ End on a positive note

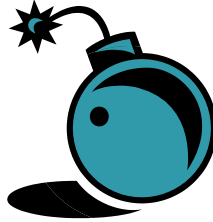
- ☐ Maintain relaxed, but professional body language
- ☐ Check for understanding with client
- ☐ Don't wear out your subject. When the agreed-upon time limit is up or when you sense that your interviewee is growing tired or losing interest bring the interview to a close and make arrangements for a follow-up visit.



After the Interview

■ Note taking

As soon as possible after the interview you need to translate your notes and/or transcribe your tapes. In a day or two, your scribbled notes will resemble a foreign language, and you won't be nearly as certain of exactly what your interview said.



These are things NOT to say or to record in your interview notes.

—What age?”	—Fat lady in a red dress”
—Divorced”	—Too old for us.”
—Lives too far away from office.”	—Has foreign accent.”

Why?

Conducting Effective Interviews

Behavioral Interviewing

Behavioral or behavior-based interviewing is a systematic approach to collecting and assessing information on what a candidate has done in the past to show how they might perform in future situations.

The primary focus is on identifying candidate **behaviors** that are indicative of job performance in specific competency areas. The advantage of behavioral interviewing is that it directly incorporates the activities listed above that are needed to maximize interview effectiveness.

Behavioral Interview Questions

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- Please discuss an important written document you were required to complete.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
- Give me an example of a time when you had to make a split second decision.
- What is your typical way of dealing with conflict? Give me an example.



Behavioral Interviewing Exercise

Small Group – —The Interview”

Directions:

In a triad person draws a card. The person that draws the ACE is the interviewer. The other participants determine who will be the interviewee and observer. The observer will make notes of the interview process and types of questions asked. Rotate.



Questions You Need to Be Able to Answer When Interviewing Applicants

1. Who are we?
2. What do we do?
3. Why are we here?
4. What kind of agency are we?
5. What kind of agency do we *want* to become?
6. What kind of agency *must* we become?

! *How does being familiar with the answers to these questions help you use the Five Practices of Exemplary Leadership?*

Legal Considerations of Recruiting, Interviewing, and Selection

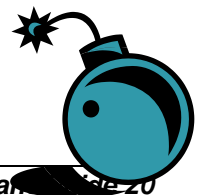
CDCR consideration of prospective employees are based upon the value of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, or disability.

Laws & Policies Prohibiting Job Discrimination

- Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits employment discrimination based on race, color, religion, sex, or national origin;
- The Equal Pay Act of 1963 (EPA), which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination;
- The Age Discrimination in Employment Act of 1967 (ADEA), which protects individuals who are 40 years of age or older;
- Title I and Title V of the Americans with Disabilities Act of 1990 (ADA), which prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments;
- Sections 501 and 505 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified individuals with disabilities who work in the federal government; and
- The Civil Rights Act of 1991, which, among other things, provides monetary damages in cases of intentional employment discrimination.
- Americans With Disabilities Act (ADA) of 1990. This applies to employers with 15 or more employees. The act requires employers to extend equal employment opportunities to people regardless of disability, including pregnancy. Employers must make reasonable accommodations to interview prospective employees who are disabled and to participate in an interactive process regarding their need for accommodations once they are hired.

The U.S. Equal Employment Opportunity Commission (EEOC) enforces all of these laws. EEOC also provides oversight and coordination of all federal equal employment opportunity regulations, practices, and policies.

Labor Employment Law Blog – —Disability is in the eye of the beholder”



The Selection Process

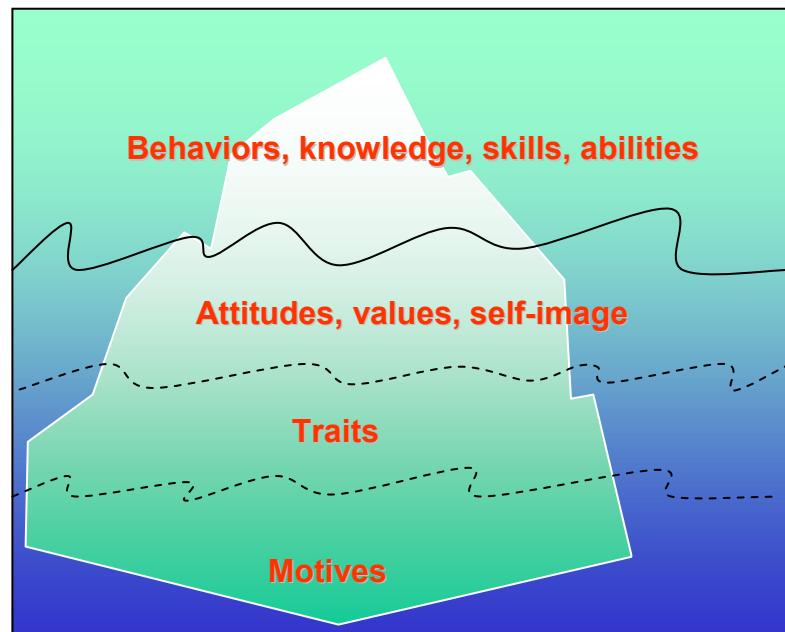
If a selection program is to be successful the employee characteristics which are believed necessary for effective performance on the job should be stated explicitly in the job description. The criteria usually can best be summarized in the following categories:

- Education
- Experience
- Personal Characteristics

The selection criteria should list the characteristics of present employees who have performed well in the position to be filled. However, if the list of characteristics desired is too long, it may not be possible to select anyone. With no list of criteria, the wrong prospects are likely to be selected.

- **Focus on competencies** - To maximize the likelihood of making a good selection decision, base all of your interview questions on the specific competencies that have been identified as vital to high performance in the designated job. *A competency is a capability or characteristic that leads to success in a particular role.* Within an organizational context, it includes the knowledge, skills and attributes that define exemplary performance in a specific work process. By focusing on competencies, you increase your chances of identifying a candidate that will truly be able to perform effectively within the designated position.

Think of competencies as an iceberg...



The Selection Process (cont'd)

- **Knowledge, Skills, and Abilities** are at the tip of the iceberg
 - ❑ these are often technical & professional competencies
 - ❑ the portion above the waterline that is clearly visible
 - ❑ easier to assess / measure
 - ❑ easier to change, easier to train
- **Behavioral or Generic** competencies are below the waterline—they are more difficult to assess, and often harder to modify or develop.
 - ❑ What a one believes about or how one views oneself (**also known as self-concept**),
 - ❑ how one typically behaves in a similar situation (**traits**),
 - ❑ what motivates somebody (**motives**).

Selection should emphasize those deeper, critical competencies that are most difficult to develop

Training and development is best focused on those competencies that lend themselves to modification

- **Provide Interviewing Education** - A big problem with employee interviewing is that many interviewers are not very skilled in facilitating the selection process. Therefore, make sure that **every** interviewer is provided with training on how to facilitate an effective interview and evaluate behavior objectively.
- **Utilize Structured Interviews** - Conduct the interview along a specific set of guidelines and questions that are used for each candidate. In other words, identify the specific questions that you are going to ask prior to the interview, and then ask each and every candidate those same questions. In addition, devise benchmark responses for each of those questions (i.e., prior to the interview, determine what is a high quality response to the question versus an average or poor response). That way, you can evaluate their responses more objectively.

! *How can an awareness of this material help you to exhibit the Five Practices of Exemplary Leadership on a daily basis outside of just interviewing situations?*

Employee Retention Strategies

Recruiting, hiring, orienting, training, and supervising new employees is a costly but important investment to make in the Department. Replacing staff is time consuming and draining. A solid retention policy is supported by a well-rounded and solid hiring process. Agency culture plays a significant role in employee satisfaction. Healthy and productive supervisory involvement is paramount for retaining loyal and hard-working staff.

Fundational elements such as open communication, coaching, rewards programs, and supportive environments create fertile ground for employee loyalty. Staff appreciation must be on-going. More people lose or leave jobs because they did not fit the workplace culture than from lack of work skills.

In fact, 83 percent of employees surveyed by the Society for Human Resource Management said they are dissatisfied with their current positions and are seeking new employment.

Understanding why staff members look elsewhere is a key to employee retention. According to a Society for Human Resource Management survey, the top-three reasons why employees search for new positions are because they:

- Want better compensation and benefits (53 percent).
- Are dissatisfied with their potential career development (35 percent).
- Are ready for new experiences (32 percent).

While salaries and career advancement are important, many employees choose to leave because they don't believe their work is appreciated. Surveys reveal that more than 40 percent of people who leave their jobs do so because they don't believe their companies value their contributions.

Discussion:

Why did you leave your last job? Did you have an exit interview? If so, were did you honestly state your reasons for terminating employment? Could the organization have offered you anything to stay?

Employee Retention Strategies

Retention of employees can be addressed in multiple ways that are beneficial for encouraging employee satisfaction and development. The challenge for government agencies is how to respond these concerns without sacrificing productivity.

Step One: Hire Right!

What does a good employee look like? What specific outcomes do you expect? Develop a solid recruitment strategy which includes an enticing compensation package and hire people that are a good fit for the organization. Ensure that their values, principles, and goals match those of CDCR.

Step Two: Encourage and develop

Investing in employees through employee development programs, tuition reimbursement, and skills enhancement builds loyalty and shows employees that they are a valued resource. Give them a voice - solicit feedback from employees for agency improvements. Promote healthy personal and professional management practices.

Step Three: Manage well

Listen to employees. Maintain a true open door policy. How open are the lines of communication? Let's look at the *top reasons employees leave an organization* (notice the trend):

1. Management demands that one person do the jobs of two or more people, resulting in longer days and weekend work.
2. Management cuts back on administrative help, forcing professional workers to use their time copying, stapling, collating, filing and other clerical duties.
3. Management puts a freeze on raises and promotions, when an employee can easily find a job earning 20-30 percent more somewhere else.
4. Management doesn't allow the rank and file to make decisions or allow them pride of ownership. A visitor to my website e-mailed me a message that said, "Forget about the "professional" decisions-how about when you can't even select a newsletter design without the Warden rejecting it for one of his own taste?"



Employee Retention Strategies (cont'd)

5. Management constantly reorganizes, shuffles people around, and changes direction constantly.
6. Management doesn't have or take the time to clarify goals and decisions. Therefore, it rejects work after it was completed, damaging the morale and esteem of those who prepared it.
7. Management shows favoritism and gives some workers better facilities or more supplies.
8. Management relocates the offices to another location, forcing employees to quit or double their commute.
9. Management promotes someone who lacks training and/or necessary experience to supervisor, alienating staff and driving away good employees.
10. Management creates a rigid structure and then allows different units to compete against each other while at the same time preaching teamwork and cooperation.

All ten factors begin with *Management*. Interesting, isn't it? These items are *all preventable*.

! *How does effective retention of CDCR employees aid in successfully rehabilitating inmates and wards?*



Exercise: Bolstering Retention

Directions:

Take two topics listed above and generate strategies to prevent turnover.
Take notes below

Additional Resources

Books

- *Management and Supervision: Overview and Organizational Behavior Applications*, 2nd Edition by Kikpatrick, Daft, Lewis, Dessler, Garcia, 1996
- *Every Employee's Guide to the Law* by Lewin G. Joel III
- *Instant Interviewing* by B. Clegg
- *The Job Description Questionnaire* by E.A. Winning
- *The Job Description Help Site* by D.A. Hansem
- *How To Hire Handbook* by Rice University Human Resources web site
- *Company Manners* by Lois Wyse
- *Improving Your Interviewing Skills* by C. Johnson
- *Can They Do That?* By Michael A. Zigarelli
- *Guerrilla Recruiting* by Gardner Consulting Group
- *The Talent Edge* by David Cohen
- *Thinking in the Future* by Jennifer Jones
- *Growing up digital* by Don Tapscott
- *Recruiting for Dummies* by P Manning & J Brugh
- *How Leading Companies Win* by Bradford Smart
- *A Guide to Patient Recruiting* by Diana L. Andersen
- *Recruiting 2000* by Mark Sangarman
- *Competency Based Recruitment* by Robert Wood

On the Web

- <http://www.uiowa.edu/hr/employment/supvinterview.html>
Interviewing Tips for Supervisors from the University of Iowa
- http://www.nps.gov/training/tel/Guides/Interview%20Skills_for_Supervisors_pg030405.pdf
Interview Skills for Supervisors: Finding the Best Match, a 34-page course guide for a course taught through the National Park Service
- <http://www.interviewstrategies.com/interview-questions-managers.html>
A list of suggested interview questions for supervisors and managers

Appendix A:

Sample CDCR Job Description

PAROLE AGENT II, ADULT PAROLE (SPECIALIST)

Salary: \$6,483.00 - \$7,875.00 Date Posted: 11/25/06		
Working Title	Position Number	
Parole Agent II (Specialist)	065 - 113 - 9762 - 019	
Location		
HQ position located @ Calif Rehab Center , Norco		
Timebase	Tenure	County
Full Time	Permanent month(s)	
Special Requirements, Job Description & Additional Information		
<p>Under the general direction of the Parole Agent III, Office of Substance Abuse Programs, the Parole Agent II (Specialist) will work in custody, parole and community settings to provide support to California Department of Corrections and Rehabilitation's (CDCR) staff and substance abuse program (SAP) contractors in the planning, placement and retention of program participants in community-based substance abuse services.</p> <p>The Parole Agent II will work as a member of a multidisciplinary team to ensure a smooth transition of participants from custody to parole, to engage program participants in community-based substance abuse program activities, and to promote successful completion of parole. Specific duties will include but are not limited to:</p> <ul style="list-style-type: none"> • 40% Provide support to the in-custody Substance Abuse Program contractor and the Substance Abuse Services Coordination Agency in their planning for the placement of SAP participants into community programs, including coordination of these planning activities with the CDCR pre-parole planning process and liaison with the Board of Prison Terms and the Narcotic Addict Evaluation Authority. • 30% Facilitate SAP participant reporting to their Parole Agent of Record (AOR) and community SAP assignment immediately upon parole. Review of the inmate central file and the community services plan with the AOR and participant. Occasionally transport participants to programs where appropriate. Follow up and monitor community placements of SAP participants, including identification of program retention issues, intervention of potential substance abuse relapse issues, and assisting Parole AOR with community supervision where appropriate. • 20% Facilitate communication between the Substance Abuse Services Coordination Agency contractor, mandatory aftercare, and the Regional, District and Local Parole Offices and the Parole AOR, including reporting to program activities, communication on terms and conditions of parole and Parole Agent orders, and education and training on SAPs, services and procedures within the Region. • 5% Preparing monthly reports of program activities to the Office of Substance Abuse Programs and reviewing program reports from the in-custody SAP contractor and the Substance Abuse Services Coordination Agency. • 5% Participation in Office of Substance Abuse Programs' quarterly meetings, training events, policy development workgroups and site visits. Other duties as assigned. 		